

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755



The Crossley Heath School

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ACCESS PLAN FOR STUDENTS

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Responsibility:	Governing Body/Student Welfare Committee
Reviewed:	March 2017
Date for Review	March 2020
3 yearly review	

This plan details the School's intentions to enable access for students with a disability in terms of the buildings, curriculum and information.

A student who has a disability under the Equality Act 2010 has 'a physical or mental impairment which has a long term and substantial long term effect on their ability to carry out normal day-to-day activities'.

The plan has been drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10 and draws on the guidance set out in 'Accessible Schools : Planning to increase access to schools for disabled students issued by DfES in July 2002.

The key objectives are:

- to increase access for disabled students to the curriculum;
- to improve access for disabled students to the physical environment of the school;
- to improve the delivery of written information to disabled students when appropriate.

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PHYSICAL ACCESS

Aim	Strategy	Outcome/Actions/Timescales
<p>To ensure school is aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.</p> <p>To identify aspects of the school where there are particular barriers for students with sensory impairment.</p> <p>To identify areas which cannot be made physically accessible.</p>	<p>Review Physical Access using self audit questionnaire (App A) on an annual basis and use information to draw up an action plan to address any needs identified.</p> <p>Ensure that any building work being undertaken by the school is accessible and continues to improve the accessibility of the school as a whole.</p>	<p>Reviewed March 2017. See App A no action required at present. Reviewed on an ongoing basis to address needs as they arise.</p> <p>Incorporate reference to Access Plan in the Strategy, Premises and ICT Improvement Plan.</p>
<p>To annually review the fire evacuation procedures to ensure that students with a range of disabilities would be able to be swiftly and safely evacuated.</p>	<p>Regular fire drills to take place to test system.</p>	<p>Ongoing</p>

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CURRICULUM ACCESS

Aim	Strategy	Outcome/Actions/Timescales
<ul style="list-style-type: none"> • To ensure all students have their curriculum needs met via raising staff awareness of the DDA and the range of identified disabilities. • Making staff aware of: <ul style="list-style-type: none"> ➤ Setting suitable learning challenges ➤ Responding to students' diverse learning needs ➤ Overcoming potential barriers to learning and assessment for individuals and groups of students. • Ensuring staff implement differentiated planning and provision across the school. • Making staff aware of available specialist support. • Identifying CPD needs. • Carrying out school audit of the 'wider curriculum' e.g clubs, school visits etc to ensure that disabled students can participate. 	<p>See App B audit of curriculum access</p>	<p>Staff awareness.</p> <p>Staff training takes place via INSET on an annual basis.</p> <p>AL's trained in external agency support</p> <p>Inclusive lessons are planned to meet student needs</p>
<p>To look at student intake into Year 7 and Year 12 to identify staff training needs and appropriate support for students.</p>	<p>Visits to primary feeder schools and interviews with new students and parents to take place to identify any barriers to access.</p>	<p>Visits/interviews take place in the Summer term. Needs identified and addressed as necessary.</p>

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ACCESS TO INFORMATION

Aim	Strategy	Outcome/Actions/Timescales
To identify any materials and events where access to information may need to be adapted in order to ensure that disabled students and/or parents have full access to information.	Refer to App C and create alternative means of communication as needs identified.	If needed, the school can provide written information in alternative forms.

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APPENDIX A
PHYSICAL ACCESS

Statement	Evidence	Action needed
The size and layout of areas allows access for all students including: Academic areas eg. classrooms, school hall, LRC, mobile classrooms. Sporting areas eg. gym and Sports Hall, outdoor sporting facilities. Social facilities eg. dining room, common rooms, outside areas.	Majority but not all rooms are accessible for wheelchair use.	None.
Students who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.	Fire doors are held open by magnetic catches. Lift access to upper floors. Ladies shower accessible by wheelchairs. Accessible male shower available in the Sports Hall. Disabled toilets on all floors.	None required to accommodate any special needs of students currently in school.
Pathways of travel around the school site and parking arrangements are safe, logical and well signed.	Adequate safe parking for staff and visitors. Rooms within the building well signed.	None.
Emergency and evacuation systems inform ALL students, including students with SEN and disability. Alarms have visual and auditory components.	Yes No – no visual component, but member of staff who is deaf has an alerter	None at present. Student with hearing impairment is not severe and can respond to current system.
Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.	Not required at present.	Would review if required.
Décor and signage are not confusing or disorientating for students with visual impairment, autism or epilepsy	Décor and signage appropriate for current cohort of students.	None.
All areas to which students have access are well lit	Yes	A review of external lighting is underway.
Steps are taken to reduce background noise for hearing impaired students e.g consideration given to a room’s accoustics, noisy equipment etc.	Taken into account when seating students with hearing difficulties in classrooms.	None
Furniture and equipment are selected, adjusted and located appropriately. e.g height adjustable tables available, low level sinks.	This is reviewed as necessary and adjustments made to accommodate any specific needs.	

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APPENDIX B.
CURRICULUM ACCESS

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support students with a variety of disabilities.	All school staff are made aware of students' individual needs and can access further information and support via the SENCO. Update given at start of each year at INSET and information available via IEPs and noticeboards in the staffroom. Information disseminated through INSET and Y6-7 and Y11-12 transition process.	None.
Classrooms are optimally organised for disabled students.	All students have access to all school classrooms. Seating and tables are arranged to ensure optimal opportunities for effective learning and teaching. Interactive whiteboards and projectors in all classrooms. Teachers are provided with information/training regarding individual needs of students with hearing/visual impairments and other physical barriers to learning and participation.	Ongoing development of ICT facilities including the VLE.
Lessons provide opportunities for all students to achieve.	Differentiation for student diversity is central to lessons/extra curricular activity provision across the school. TA support is targeted at students who require additional assistance in appropriate subjects.	Ongoing development of schemes of work and lessons to integrate differentiation by task, resource, support or outcome to allow all students to access appropriate learning goals.
Lessons are responsive to pupil diversity.	Differentiation for student diversity is central to lessons/extra curricular activity provision across the school. The Inclusion handbook is a resource to assist teachers in this area.	Teachers continue to plan for differentiation in teaching and learning.
Lessons involve work done by individuals, pairs, groups and the whole class.	Classroom learning and teaching activities integrate opportunities for paired and group activities in addition to groupings catering for visual, auditory and kinaesthetic preferred learning styles.	Ongoing development of learning and teaching approaches integrating, for example, self and peer assessment opportunities (Assessment for Learning).
All students are encouraged to take part in music, drama and physical activities.	The school has opportunities for study in these areas as both statutory curriculum provision and within an extensive extra curricular programme. Particular focus has been given to students who have been identified as non- participants in additional physical activity with a view to engaging them.	Continue to develop student involvement in extra-curricular activities (target=100%). Extra-curricular activities/opportunities/parental engagement to be discussed at Meet the Tutor day.

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Statement	Evidence	Action needed
All staff recognise, and allow for, the mental effort expended by some disabled students e.g. lip reading by hearing impaired students, slow writing speed for dyslexic students.	Differentiation for student diversity is central to lessons/extra curricular activity provision across the school. SEND/ILP information is available on staff public. Training tools on VLE. Staff CPD training available and is ongoing.	All relevant staff receive information via student IEP's. SENCO to continue to raise awareness of additional needs.
All staff recognise and allow for the additional time required by some disabled students to use equipment in practical work.	Lesson planning in practical subjects integrates differentiation by task, resource, support or outcome to allow all students to access common learning goals.	As above.
Disabled students who cannot engage in some particular activities are given alternative experiences. e.g. students who cannot participate in all forms of physical education	Consultation takes place with physiotherapists when necessary to plan appropriate programmes. Students and parents play a key role in planning appropriate alternative experiences.	As above. Individual students have personalised plan in place.
Access to computer technology is appropriate for students with disabilities	All ICT resources are available to all students. In addition, students with specific learning needs are allocated a laptop for school use where appropriate.	Ongoing development of ICT facilities to further enhance the learning opportunities for students with SEN.
School visits, including visits abroad, are made accessible to all students irrespective of attainment or impairment	All extra curricular activities and school trips are open to all students.	None.
All staff have high expectations of all students	Student target setting, monitoring and reporting mechanisms ensure that all staff are aware of the academic capabilities of all students. Focused 'Teacher teams' have been established to create maximum consistency in setting and maintaining high expectations for student with complex needs.	Intervention as required for individuals and/or groups of students.
All staff seek to remove all barriers to learning and participation	As above, in addition to the pastoral system supporting all students in school ensuring they are aware of and actively work to achieve their academic and personal development potential.	Ongoing action raising levels of staff awareness of student diversity and strategies to cater for the learning needs of all students.

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APPENDIX C ACCESS TO INFORMATION

Statement	Evidence	Action needed.
The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information.	Not required with current cohort of students.	Liaise with LA support service to provide appropriate advice on the production of standard forms of printed information should the need arise.
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud, powerpoint presentations and describing diagrams.	In lessons: information presented in a way that all students can access. In presentations to parents there are powerpoint presentations on large screens (3 in the school hall) – copies are made available on the website.	Liaise with the LA to provide staff with guidance on presenting lessons/parents' information evenings in a user friendly way should the need arise.
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille.	Resources produced suitable for all students and adapted to individual needs	To liaise with LA support service should the need arise.
Staff are familiar with technology and practices developed to assist people with disabilities.	Staff adapt resources to address the needs of the individual – SEND team of staff available for support/guidance	Training would be sourced should the need arise